

Nibley House Nursery

Nibley House, North Nibley, Dursley, Gloucestershire, GL11 6DL

Inspection date	12/12/2013
Previous inspection date	09/03/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Strong partnerships with parents enable continuity in children's learning and parents are able to continue children's learning at home.
- Staff work with parents and others to support all children with special educational needs to make good progress from their starting points.
- Staff work very well as a team and intuitively know when to support each other. This ensures they meet children's learning and individual needs.
- Staff have good knowledge of children's next steps of learning and plan a wide range of activities to support children's progress.

It is not yet outstanding because

- At times, routines are not fully flexible, which means children are unable to pursue their learning and exploration to their own satisfaction without interruption.
- At times, group activities do not support children's listening skills and turn taking during conversation.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector engaged in observations of practice indoors and outside.
- The inspector held discussions with parents, children, staff and management.
- The inspector viewed documentation including planning, children's folders and policies.
- A joint observation was held with the manager.

Inspector

Paul Cornock

Full report

Information about the setting

Nibley House Nursery opened in 2003. It operates from two rooms with adjacent cloakroom facilities. The nursery has an outdoor space that children can freely use and another separate outside play area. The nursery is situated in the village of North Nibley in Gloucestershire. It is privately owned. The nursery serves the surrounding rural area within a 10 mile radius. The nursery is registered on the Early Years Register. There are currently 55 children on roll, all of whom are in the early years age group. The nursery is in receipt of funding for children aged two, three and four years. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities. The setting opens five days a week during school term times. Sessions are from 9am until 3pm Monday to Friday. Eight members of staff work with the children and hold relevant qualifications at level 3 with one holding Qualified Teacher Status. The setting receives support from an Early Years Advisor.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further group activities to support children's listening skills and turn taking during conversation

- encourage more flexible routines to enable children to pursue their learning and exploration to their own satisfaction without interruption.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff plan interesting and challenging activities that have depth and breadth across the seven areas of learning. This supported with the staffs good knowledge and understanding of how children learn ensures children's needs are well met. For example, children enjoy activities that explore snow and ice while witnessing the effects ice can have on their bodies. Staff initiate conversations with children of why ice melts and children noticed how it makes their hands cold. Staffs' effective teaching promotes children's understanding of the world and enables children to witness cause and effect. The quality of teaching is consistently good with some aspects outstanding and this supports children to make good progress with their learning. Staff support children to make good progress with their early writing abilities, for example, by encouraging them to write their names on pictures. Children have good pencil control with many pre-school aged children writing their names independently.

Staff have good partnerships with parents and other professionals to ensure children have continuity in their learning. This supports children's acquisition of new skills and encourages parents to have an input into their child's learning. Parents have the opportunity to comment on children's learning and are regularly updated through the use of home books. Staff make accurate assessments of children's skills based on good observations. This enables staff to plan challenging individual targets for children that shape future planning and teaching. All staff are involved in this process and staff meet regularly to discuss children's progress. This allows staff to skilfully support children's learning particularly in communication and language development. Staff are able to demonstrate that all children are making good progress towards the early learning goals. Staff support children with special educational needs very well and work closely with all involved to ensure the children's needs are met. This is because assessment of children's prior skills is clear and accurate. Staff are very aware of the skills, attitudes and dispositions children need to be ready for school. Staff act quickly to support children who may be making slower progress towards this with effective interventions and access support when needed.

Children are keen learners overall and demonstrate the characteristics of effective learning. This is because staff support children to explore through trial and error. For example, staff support children to experiment with leaves in the outdoor area by throwing them into the wind from different directions. Staff also encourage children to mix paint to see how it changes colour. However, staff do not consistently use the routines in place to support all children to explore the environment without interruption. This has a slight impact on children's ability to create new ideas, find new experiences and explore the environment independently.

The contribution of the early years provision to the well-being of children

Children at the nursery benefit from a well-established key person system. Staff ensure that parents are aware of who their child's key person is and share information with the parents regularly. Staff help children who are new to the setting settle with lots of one-to-one attention. This supports attachments between the child and their key person, which in turn promotes children's well-being and confidence. Children new to the setting interact with staff and children with confidence. Children are also happy to make their needs known to staff or share achievements. For example, they share their snowman creations with staff who offer lots of praise. This enhances children's self-esteem.

Staff ensure that children are well prepared for the transfer between rooms or to their chosen primary school. They encourage children to mix freely between the rooms during free play, which helps to prepare them for the eventual move. Staff also build bonds with the children so the transition is smooth and comfortable for them. Staff invite local reception teachers to the nursery to meet the children that are moving to the school. This supports the children's well-being and confidence when the move to school arrives.

Staff are good role models to children and are deployed well. They encourage children who may not engage in an activity through praise and these strategies are consistent

between all staff. However, when in larger groups staff do not always encourage children to take turns or listen to others during conversation. This means they miss opportunities to enhance positive behaviour. Staff know when to support each other to ensure children's learning continues and their needs are met. Staff interacting with children on a one-to-one basis are quickly supported by a colleague. This ensures the rest of the children's learning and personal needs are met.

Staff help children to keep safe and explain to children how to cross a road safely when returning from the outdoor area. They encourage children to stop, look and listen, which enables children to develop independence for their own safety.

Staff teach children why it is important to be healthy. Regular well-planned music and movement sessions support this with children observing the changes to their bodies. For example, children know why they are out of breath after exercising. Staff also provide children with healthy snacks such as cheese and biscuits with bananas, apples and grapes, which helps to teach them about eating healthily. Staff encourage children's independence during snack time by encouraging children to pour their own drinks. This also supports children's hand-eye coordination.

The effectiveness of the leadership and management of the early years provision

The provider has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements. The provider keeps up to date with changes in policy and procedure through regular training and has completed safer recruitment training. The provider receives updates regarding child protection procedures via email from the local authority safeguarding board and informs all staff regularly. Staff are fully aware of how to act to help safeguard children in their care from harm. This is because all staff are up to date with training and have a good knowledge of the settings policies and procedures. The provider has a sound knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She is very hands on at the nursery and monitors planning and children's progress. This is through regular meetings with the manager and staff where they discuss individual children and consistency of assessment. The manager monitors children's achievements and development through observations and regular staff meetings. Boys mark making has been an area the manager has identified for improvement through self-evaluation. The manager has made some changes to the environment to support this development. Mark making equipment has been added to the role play area with pictures that aim to interest and encourage the boys to learn.

The manager uses topics to ensure the educational programmes are broad and cover the seven areas of learning. Children have individual targets that are reviewed regularly and parents are involved in this process. Staff support children to make good progress towards the early learning goals using these targets. Children that are identified with additional needs are making progress and staff are closing gaps in their learning through an accurate understanding of assessments and effective intervention strategies. The manager is skilled

in accessing outside help for children that require it and works closely with parents and other settings for all children. This ensures that everyone involved with the child is up to date and able to offer consistent care and education.

All the previous recommendations from the last inspection have been met. Self-evaluation plays an important part in the improvement of practice. The nursery has achieved a quality assurance award for their continuous reflection on practice. Management are currently working to improve the book area in one of the rooms as part of their local authority audits. Overall, the staff team engage in good continuous improvement that benefits the children attending.

Effective systems for performance management are in place. Staff have regular supervisory meetings where targets for improvement are set and monitored and training needs identified. This helps to improve outcomes for children well. A member of staff has recently attended training in teaching children about letters and sounds and is currently implementing changes to reflect this. As part of this change, the manager is accessing further training to support children's communication and language development. Effective systems are in place for new members of staff. New staff experience a good induction procedure and are observed regularly to inform targets for improvement. The current staff team has been established for some time and benefit from a good understanding of each other's strengths and weaknesses.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY260968
Local authority	Gloucestershire
Inspection number	837254
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	55
Name of provider	Nibley House Nursery Limited
Date of previous inspection	09/03/2009
Telephone number	01453 519538

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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